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ABSTRACT

The document reports the activities involved in the compilation of career resource guides suitable for adult use. In 1974-75 the following tasks were accomplished in relation to previous survey activities: (1) additional career materials were reviewed for the publication "Resources: Recommendations for Adult Career Education Resources, and Supplement"; and (2) activities for career awareness were field-tested and revised for the publication "Exploration, Part 1, Revised: Career Activities for Adult Education Classes." An evaluation of the survey and the 1975 publications is presented based on comments received as well as a discussion of problems that were encountered. The 60 pages of appended materials include forms used in the survey, news releases, newsletters, cover letters, field test forms and guidelines, and adult education programs participating in the field tests. (Author/EC)

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ED114608

Final Report

June 30, 1974 - September 30, 1975

ADULT CAREER EDUCATION RESOURCES SURVEY

Grant Number: OEG-0-73-6372

Office of Education
U.S. Department of Health, Education, and Welfare

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B'nai B'rith Career and Counseling Services
Washington, D.C. 20036
with the assistance of

Applied Management Sciences, Inc.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

This grant has been funded for the two-year period June 30, 1973 to June 29, 1975. An extension to September 30, 1975 was granted by the Office of Education on April 16, 1975. A report of the year's activities for the period June 30, 1973 to June 29, 1974 was submitted to the granting agency in August 1974.

The present report embraces activities taking place during the period June 30, 1974 to September 30, 1975. The earlier report is included by reference in the present report, and excerpts or summaries of material from the earlier report are used herein as necessary to maintain a coherent narrative.

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I. INTRODUCTION

> "It is time that our formal educational system joins forces with all other segments of the total society, including both community service agencies and the business-industry-labor community, in a comprehensive effort to meet the varied and continuing needs for education . . . Rather than either complaining about or competing with other kinds of educational opportunities, all must collaborate in providing appropriate educational opportunities for all citizens." 1/

"Appropriate educational opportunities for all citizens" has become a battle cry for millions of Americans who have responded to economic crisis with criticisms of our educational system. These critics ask why so many people are unable to find jobs even after twelve, sixteen, and eighteen years of formal education; they question the reasons older workers are unprepared to adjust to technological change; and they demand to know what our schools have been doing all these years to help Americans find out about and prepare for future careers.

1/ Kenneth B. Hoyt. "An Introduction to Career Education." (A Policy Paper of the Office of Education, DHEW), Washington, D. C., November 1974.

One of the major responses to these criticisms has come to be known as "career education." Kenneth B. Hoyt, Associate Commissioner of Education, has set forth his definition of this movement in a recent article in Today's Education: "Career education consists of all the activities and experiences through which individuals prepare themselves for and engage in work--paid or unpaid--during their lives. As a response to a call for educational reform, career education seeks to make preparation for work both a prominent and a permanent goal of American education at all levels."[1/]

This definition of career education responds to the intricacies of our society and to the changing job opportunities individuals are likely to experience during their work lives. Career education is seen as a way to provide Americans with work skills which are practical in today's economy and yet adaptable to the changing needs of that economic system. What is more, career education seeks to make work meaningful as well as possible.

Career education also seeks to address a problem which is becoming more pressing as the years go by. It is currently estimated that by the end of this decade eight out of ten jobs in the United States will not require a baccalaureate degree.[2/] The job requirements of the nation's economy are changing; individuals must be prepared to meet these requirements with relevant skills and appropriate attitudes. This is the challenge which has been set for career education.

1/ Kenneth B. Hoyt, "Straight Answers on Career Education", Today's Education, N.E.A., 1975, Volume 64, #1, p. 60.

2/ Career Education, U.S. Department of Health, Education, and Welfare, 1971, Washington, D. C. (Pub. #OE 72-39.)

Thus, career education can act as a necessary bridge between projected manpower needs and the present educational process, integrating career awareness, exploration, decision-making, academic preparation and placement.

Adult education deals with segments of our population whose impact on the nation's economy is highly significant. The increasing numbers of adults returning for full or part-time post-secondary education indicate the strength of this trend. Prominent among reasons for returning to school is a desire for improvement in occupational status, either better or different jobs.

Today's adults are aware of needs and demands of our industrialized society. They bring to the classroom unique personal values, assets, liabilities, potentials and attitudes. Adult students may additionally bring experiences in the world of work.

It is the belief of the Adult Career Education Resources Survey that career education is most viable when it aligns itself with the intricacies of our society; supports the philosophy of lifelong education and relates to the changing job opportunities an individual is likely to experience during his or her work life. Adult career education should focus strongly on the provision of education to help prepare, train, and/or retrain persons throughout their lives so they do not experience uselessness or obsolescence. In this way also career education may serve as a bridge between manpower needs and adult education by bringing opportunities for career development into the classroom which relates directly to what the adult is learning.

Goals of the Adult Career Education Resource Survey

The Adult Career Education Resources Survey was designed to:

* compile career resources suitable and appropriate for adult use, and

* provide recommendations and suggestions which may encourage adult educators to easily introduce and implement career development activities into existing curricula.

The Survey's objective was to develop in adult students an awareness and orientation to the implications of career development for one's daily life and one's future. The importance of each adult being able to explore a variety of career possibilities was stressed.

The Survey regarded the adult education teacher as a resource person: one who can assist students in exploring career development problems. The teacher may provide resources that could be successfully utilized in adult class activities.

It is recognized that many current education programs are becoming more responsive to the special needs of their students in relation to the country's total manpower needs. It appeared fitting, therefore, that resource instruments be developed to aid adult education teachers to facilitate the integration of career education concepts into the adult classroom activities.

Review of Survey Activity During First Year of Operation (1)

During the initial year of Survey activity, as documented in its first Annual Report, the Survey developed and published three resource tools for use by the adult educator:

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(1) See Annual Report, Adult Career Education Resources Survey (June 30, 1973 to June 29, 1974)

Resources: Recommendations for Adult Career Resources: a compendium of career information materials suitable for adults. Over 700 items were abstracted and included.

Explorations, Part I, Career Activities for Adult Education Classes: a resource book of suggested career activities for the adult education classroom. This publication represents creative effort and review by many people directly concerned with adult and career education.

Explorations, Part II, State Listing of Adult Career Education Activities: an annotated description of some adult education programs throughout the country which have integrated career education into their curricula.

In order to facilitate the abstracting of career materials for Resources, forms and procedures were developed during the first year of the grant for the following purposes:

Review instruments for evaluating and abstracting career materials were tested and standardized. Separate instruments were used for print and audio-visual materials. The identical instruments and review procedures were followed during the second year of the grants.

A cataloging system was constructed for the classification of career materials used in the Survey. This system has been employed as the organizing scheme for both the 1974 and 1975 editions of the Resources publications. It is displayed in the introductory sections of the Resources publications.

During the first year of the Survey a newsletter was published, focusing on the career information materials needs of the adult education teacher. Four issues were published in 1973-1974. The newsletter was not continued in the second year of the grants.

II. SURVEY EXTENSION, 1974-1975

By the end of the first year of the Survey adult educators across the nation had indicated a high degree of acceptance of the materials produced. The Survey staff proposed and was granted a year's extension to refine and supplement the materials. The following tasks were accomplished during this second year.

Resources: Recommendations for Adult Career Education Resources, Supplement.

Using techniques and instruments developed during the first year of the Survey, additional career materials were reviewed. Special emphasis was placed on locating and including career information materials meeting these criteria:

* focused on career development opportunities for women and minorities;
* written in appropriate language and format for adults with low reading levels;
* employing audio-visual media

Sources solicited for materials fell into two categories: those used during the first year which had produced additional materials and those

which were found through more extensive search. No materials abstracted for the 1974 edition of Resources were used in the Supplement.

The following table provides the figures representing the scope of the career materials retrieval effort for 1974-1975:

Number of sources contacted	700
Number of pieces received	977
audio-visual	77
print	900
Number of pieces recommended for inclusion	591
audio-visual	44
print	547

Review and Abstracting Processes

Each piece of print and audio-visual career material received was carefully reviewed. The review techniques and instruments developed during the first year of Survey activity were again utilized in 1974-1975. These instruments are shown in Appendices A and B.

All printed materials were rated for suitability on the Survey review form. Those determined by one of the reviewers to be satisfactory were independently verified by the project coordinator before acceptance for inclusion. Audio-visual materials were reviewed by two indididuals independently and agreement on inclusion by both was required. Many in both categories had to be discarded because of outdated portions or other deficiencies.

Materials which passed the screen were then abstracted. The following items are covered:

CATALOG NUMBER: Code based on cataloging system.

TITLE: Includes subtitles or identifying numbers, such as order numbers.

DATE: Publication date or production date for audio-visual media.

PRICE: Cost, single copy free, no charge, rental charge, etc. Any other specifications, such as enclosing a self-addressed, stamped envelope, are noted.

MEDIA: Applied only to audio-visual materials to differentiate among film, filmstrip, slides, cassettes, videotapes, or other.

TIME: Length of audio-visual materials.

PAGES: Length of printed materials.

READING LEVELS: Reading Level I - Grades 1-8
II - Grades 9-12
III - Grades 12+

SOURCE: Name of publisher or distributor. (Addresses are supplied in an appendix listing sources in alphabetic sequence.)

ABSTRACT: May include description of work duties, work settings and conditions, qualifications and preparation, credentials required, methods of job entrance, personal attributes, and advancement possibilities. Employment outlook, income level, other potential personal rewards, history of the occupation, and advantages and disadvantages of the career may also be included.

Explorations, Part I, Revised: Career Activities for Adult Education Classes

The Survey staff developed Explorations, Part I, Career Activities for Adult Education Classes during its initial year of activity. It provided a group of exercises for use by adult educators which serve two related objectives: helping adult students become familiar with a spectrum of careers, and permitting introduction of career materials into other learning contexts. During the second year of Survey funding, these activities were field tested and a revised publication has been produced.

Each exercise is intended to help adult students achieve career awareness while reinforcing the ongoing adult education curriculum. Each fits into one of four curriculum areas:

* Reading
* Writing
* Oral cummunication
* Critical thinking

To further assist the adult education teacher in integrating career activities into the curriculum, every activity included additional characterizations:

* Skills Reinforced by This Activity: refers to curricular subject areas utilized in the performance of the activity;
* Performance Objective: describes in observable, measurable terms behaviors which signify the activity's successful completion;
* Materials Required: includes specific materials necessary to conduct the activity;

* Time Required for Activity: refers to the approximate amount of advance preparation and in-class time required. Actual time is subject to the level of academic development and involvement of each teacher and each class;

* Summary of Activity: briefly describes suggested tasks from initiation to completion;

* Byproducts of Suggested Activity: describes potential results and additional insights which may be experienced by the student through participation in the suggested activity;

* Potential Populations for Utilization: refers to adult populations shown by the field test as able to benefit from and utilize these activities.

Field Test of Explorations, Part I

The Survey staff conducted a national field test of Explorations, Part I from November, 1974 through January, 1975. The purpose of this field test was to elicit specific suggestions for refinement and improvement of each career activity.

A broad sample of adult educators was asked to conduct career activities. They were requested to make recommendations for improving the activities assigned to them for testing, based on the career education needs of their students and their classroom programs. The adult educators were requested to work with the students as resource people in conducting the activities, not as experts in either career education or any particular career field. The teacher's function was to assist students in job and career explorations.

Survey staff analyzed responses and modified the activities accordingly. Explorations, Part I, Revised is the resulting publication.

Sample Selection

In response to invitations issued in April 1974, 153 Adult Basic Education, continuing education and vocational educational programs were included in Explorations, Part II, State Listing of Adult Career Education Activities as programs including career education activities in their curricula. This group of programs plus additional ones identified from staff contacts and through the assistance of Regional HEW Staff Development Projects received the three 1974 Survey publications and were asked to complete a School Field Test Interest Indicator (Appendix E). Of those contacted, 26 indicated their willingness to participate in the field test. Key persons in these programs were reached by telephone to ascertain the number of teachers available, verify educational objectives of the program (Adult Basic Education, continuing education, vocational education), and review demographic characteristics (urban, suburban, rural).

Each program provided adult education teachers who were to try out three career development activities in their classes. Participating programs designated their students as primarily enrolled in Adult Basic Education, adult continuing education, or adult vocational education. In preliminary discussions with local administrators, it was determined that the exploratory nature of the activities often made them inappropriate for adult vocational students. Generally, such students had already made career choices and were presently developing specific occupational skills. Therefore, vocational education classes were not included in the final field test. Each participating program was placed, further, in a demographic category: urban, rural or suburban. The following table indicates the number of participating teachers, the type of adult education program and

the demographic characteristics. The teachers were to test three specific activities in their classes; the total number of scheduled test activities is indicated in parentheses in each category.

ADULT EDUCATION TEACHERS
(Field Test Participants)

Type of Adult Program	Demographic Characteristics		
	Urban	Suburban	Rural
Adult Basic Education	16 (48)*	16 (45)	17 (51)
Continuing Education	13 (39)	20 (60)	18 (54)
Other	1 (3)	3 (9)	2 (6)

*( ) total number of activities to be tested in each category.

A list of administrators of adult education programs which participated in the field test is given in Appendix J.

For those programs participating in the field test, sets of field test materials (one for each teacher) were sent out to each administrator. Every packet sent to the local adult education program administrator contained:

* Cover letter to administrator delineating materials, samples, and general responsibility (Appendix F);
* Explorations, Part I, Career Activities for Adult Education Classes, the book which contains the career activities being field tested;

* Cover letter to each adult educator indicating which three of the activities in Explorations, Part I he or she was to field test (Appendix G);

* Field Test Guidelines which contain information correlating each career activity to the teaching process in terms of the field test (Appendix H);

* Field Test Report Forms, the reporting instrument for recording information required by the Survey to refine and validate each activity; self-addressed, stamped envelopes included (Appendix I);

* Resources: Recommendations for Adult Career Resources the Survey publication containing abstracts of career materials which the adult educator can utilize in conducting the activities.

The Field Test Report Forms which were included in the packets requested teacher comments for each activity on:

* Skills Reinforced by the Activity

* Performance Objective

* Materials

* Time Required for Activity

* Summary of Activity

* Byproducts of Suggested Activity

* Potential Populations for Utilization

Reactions of the adult education teachers to particular parts of the activity were also collected as well as their suggested improvements. Further, general comments of both instructors and students were solicited for each section of the activity.

The field test effort was monitored very closely to encourage maximum response. Letters were sent and telephone calls were made periodically to project administrators throughout the activity to ensure continued participation and to deal with unanticipated problems that might have arisen.

In the final count, 99 Field Test Report Forms were received and used in this revision of Explorations, Part I in the following categories. (The number in parentheses is the percentage of return of forms from the original field test commitments.)

NUMBER OF ACTIVITIES COMPLETED

Type of Adult Program	Demographic Characteristics		
	Urban	Suburban	Rural
Adult Basic Education	9 (18.6%)	16 (35.6%)	21 (41.1%)
Continuing Education	14 (35.9%)	16 (26.7%)	20 (37%)
Other	0 (0%)	1 (11.1%)	2 (33.3%)

Development of Explorations, Part I, Revised

Based upon the information received from each adult education teacher participating in the field test who completed and returned the Field Test Report Forms, the initial draft of Explorations, Part I, Revised was developed by Survey staff. The responses contained in the Field Test Report Forms were individually and then collectively recorded and reviewed. Careful comparative analysis was then conducted by Survey staff prior to addition or removal of any activity or part of any activity. The initial draft of Explorations, Part I, Revised was then developed.

Upon completion of the first draft, distribution was made by the Survey staff to each member of the National Advisory Committee. Each

member was requested to critically review the draft document and reply in writing with specific suggestions for improvement.

The National Advisory Committee's analyses together with further analysis by Survey staff were then incorporated into a second draft of Explorations, Part I, Revised. This "revision of the revision" was thoroughly reviewed again and final changes were inserted into a third and final draft of the publication. It was then turned over to the printer.

Printing and Distribution Procedures

Twenty-five hundred copies of both publications were printed, with the printer selected by competitive bid. State directors of adult education were asked for up-to-date rosters of key persons involved in adult education within their states. Other lists of leaders in adult education were obtained through the National Association for Public Continuing and Adult Education. A large backlog of requests from individuals and organizations, stemming from the 1974 publications, has created an extensive mailing list. Distribution to these sources will account for most of the copies.

Individual requests will be filled on a first-come first-served basis from the offices of the B'nai B'rith Career and Counseling Services.

The two 1975 volumes have been forwarded to the ERIC Clearinghouse in Adult Education at Northern Illinois University. They will thus be accessible to all who request the materials even after the existing supply is exhausted. The 1974 volumes are already listed in the Clearinghouse publications.

National Advisory Committee

The National Advisory Committee continued to assist the Survey staff. Greater use was made during 1974-1975 of the committee members on an individual basis. As questions arose during Survey operations, individual members with particular experience in that area were contacted for input. Communication and liaison was maintained during the year through newsletters from Dr. S. Norman Feingold, Project Director, to Advisory Committee members (Appendix D, Newsletters to National Advisory Committee Members).

The Committee members, as previously described, were each called upon for major review of the initial draft of the Explorations, Part I, Revised. Their input as a result of that review assisted Survey staff greatly in the development of the final document.

When the 1975 publications became available, the Advisory Committee members were asked to comment on their probable value. Additional evaluative comments were solicited from them on the project as a whole. These comments are summarized in the next section of this report.

The group represented a broad spectrum of interests--all with present or potential impact on the adult education community. The Survey's Advisory Committee drew on the expertise and experience of those in industry, labor and education, as reflected by the following list of members:

NATIONAL ADVISORY COMMITTEE

Dr. James E. Carson, Associate Director, Human Resources Development Center, Tuskegee Institute, Alabama

Dr. Calvin Dellefield, Executive Director, National Advisory Council on Vocational Education, Washington, D. C.

Dr. Vincent De Sanctis, Director, HEW Region II, Adult Education Staff Development Project, Montclair State College, New Jersey

Dr Eleanor Dolan, Execurive Secretary, National Council of Administrative Women in Education, Arlington, Virginia

Ms. Elizabeth Dovel, Adult Education Teacher, Fairfax County (Virginia) Public Schools

Dr. Raymond A. Ehrle, Director of Marketing, Economic Development Group, Teledyne Packard Bell, Washington, D. C.

Mr. Evaristo Eleutice, Assistant Secretary, Educational Extension Program, Department of Education, Hato Rey, Puerto Rico

Mr. Joseph Jones, Area Manpower Representative, Human Resources Development Institute, AFL-CIO, Baltimore, Maryland

Mrs. Jeanne Lea, Assistant Dean, School of Education, Federal City College, Washington, D. C.

Mr. Richard Lidz, President, Visual Education Corporation, Princeton, New Jersey

Mrs. Sarah McCullough, Guidance Coordinator, Montgomery County (Maryland) Public Schools

Mr. Larry Owens, Area Representative, Human Resources Development Institute, AFL-CIO, Washington, D. C.

Mrs. Frances A. Plotsky, Coordinator, Services for Returning Students, Office of the Dean of Students, University of Texas at Austin

Dr. Anita Solomon, Educational Psychologist (Special Education) Montgomery County (Maryland) Public Schools

Mrs. Jessie Ulin, Project Director, Region III, Adult Education Staff Development Project, University of Maryland

Dr. Patrick Weagraff, Director, Vocational/Technical Education Curriculum Laboratory, California Department of Education

Ms. Jacqueline V. Williams, Career Education Specialist, Region III, Adult Education Staff Development Project, University of Maryland

III. SURVEY STAFF

Part of the success or failure of any project, but particularly one in which a great deal of creative and organizational effort is expended, is the team of individuals who must work cooperatively and productively together. Due to physical space limitations and staff shortages B'nai B'rith Career and Counseling Services sub-contracted a portion of the Survey tasks to Applied Management Sciences, Inc.

The following individuals worked in a professional capacity on the Survey during the second year:

Dr. S. Norman Feingold, Project Director; National Director, B'nai B'rith Career and Counseling Services

Dr. Howard J. Hausman, Project Coordinator, B'nai B'rith Career and Counseling Services

Phylis O. Greenfield, Project Manager; Project Analyst, Applied Management Sciences

Andrea F. Epstein, Analysis Specialist; Senior Technical Assistant, Applied Management Sciences

Dr. Todd S. Tucker, Administrator; Executive Vice President, Applied Management Sciences

IV. EVALUATION AND IMPLICATIONS OF THE SURVEY

To assess the full impact of the Adult Career Education Resources Survey at this time would be premature. For even a cursory assessment the materials in final form would have to be used in a variety of classroom settings and the reactions of the users then evaluated. Measures of attitude change and observations of student behaviors presumably related to the materials would be desirable. Time alone precludes any such attempt before the project ends.

Nevertheless some statements may be made at this time which reflect the potential value of the Survey. Reception of the 1974 publications by adult educators, career education specialists and the counseling profession has been gratifying. These documents have been available for sufficient time for reaction to have occurred. Demand for the publications has been constant, with the supply exhausted. Large numbers of persons receiving the 1974 materials have requested that the 1975 publications be sent to them as soon as possible. These "satisfied customers" form a major portion of the current distribution list.

Adoption of the exercises described in Explorations, together with use of the Resources compendium, has been taking place. For example, note the letters reproduced in the following pages from one institution concerning their intention to use the materials. Many similar statements

DESK COPY REQUEST FORM

ATPI-NACS policy: Publishers and bookstores prefer that instructors write directly to the publishers for desk copies.

Date May 7, 1975

To Applied Management Sciences, Inc.
(Name of Publisher)

962 Wayne Ave. Silver Spring, Maryland
(Street) (City and State)

Gentlemen:

Your book (Please specify author, complete title and edition)

Explorations 1, Career Activities for Adult Education Classes

1974

has been adopted as a required text in my course Individual Progress Center

The course begins immediately and will have an approximate enrollment of 150 students.

I have not previously received a sample or desk copy of this book. Please send me one.

Name Dale Green, Director

Department Individual Progress Center

College Fort Steilacoom Community College

City and State P. O. Box 99186
Tacoma, WA 98499

(Mail this form directly to the publisher named. Use a separate sheet for every book requested even though the book is for several instructors teaching the same course.)

This form is provided for your convenience by the American Textbook Publishers Institute and the National Association of College Stores.

DESK COPY REQUEST FORM

ATPI NACS policy: Publishers and bookstores prefer that instructors write directly to the publishers for desk copies.

Date May 8, 1975

To Applied Management Sciences, Inc.
(Name of Publisher)

962 Wayne Ave. (Street) Silver Spring, Maryland (City and State)

Gentlemen:

Your book (Please specify author, complete title and edition)

Resources, Recommendations for Adult Career Resources, June 1974

has been adopted as a required text in my course Individual Progress Center

The course begins immediately and will have an approximate enrollment of 150 students.

I have not previously received a sample or desk copy of this book. Please send me one.

Name Dale Green, Director

Department Individual Progress Center

College Fort Steilacoom Community College

City and State P.O. Box 99186 Tacoma, WA 98499

(Mail this form directly to the publisher named. Use a separate sheet for every book requested even though the book is for several instructors teaching the same course.)

This form is provided for your convenience by the American Textbook Publishers Institute and the National Association of College Stores.

have been made in correspondence received by the Survey.

The foregoing can be generalized to the 1975 materials. The Resources, Supplement is a similar instrument to its predecessor, somewhat more focused on specialized needs. Explorations, Revised is a field-tested, improved version of the 1974 set of suggested exercises.

To provide some immediate feedback, the National Advisory Committee was asked to review the materials produced in 1975 with respect to the Survey's objectives, as well as to comment on the Survey in general. The questions asked were relatively simple and are shown below together with comments received.*

1. How well do you believe the Resources Supplement meets the needs for career materials to be used in adult education classes?

"Very well, wide range of reference materials."

"It will be an excellent resource. The references are described succinctly and well, and they give all necessary information so that the person using it need not go 'hunting' for more. It is excellent coverage of various types of materials---there is a tremendous need for such a manual."

"Very useful because the category system makes it easier for educators to supplement the document as new materials are obtained. In addition the materials cited are up-to-date and will prove very useful to adult educators designing new curriculum, particularly those areas in career education."

"I believe the Resources Supplement provides some valuable career education information for adults. Too often, the opportunities under consideration by adult students are limited to immediate surroundings. Hopefully, this volume will fill a void of much importance."

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*Not all members were able to respond because of the short time interval between publication date and the deadline for writing this report. There was the additional problem of summer vacations intervening. However, all replies received are given verbatim.

"The supplement certainly identifies innumerable and invaluable resources as well as a variety of materials for adult education use. The document should be a handbook for educators and students alike."

"I am most favorably impressed by the Resources Supplement. It could stand by itself as a sort of 'poor man's' combined Occupational Outlook Handbook and Dictionary of Occupational Titles. Actually, it is an index of indexes and I was most favorably impressed with the fact that it does contain a very usable index itself. Not only is this of use to adult education students and their teachers; but as a vocational counselor, I would find it an invaluable index for career resource materials. I strongly recommend that this be published as a separate item."

2. How well do you believe the activities described in Explorations, Part I, Revised will perform intended functions?

"With a guide such as this, the teacher of adult career classes can devote her time to other activities. You have presented a number of interesting approaches which the teacher can add to her own repertoire."

"Knowing the abbreviated and erratic nature of much ABE programming I believe this document will be a great aid to harried and overextended teachers. The activities are simple, but sufficiently comprehensive to answer most questions an instructor would have."

"The activities described in Explorations, Part I, Revised, if applied to appropriate student groups, should add the useful dimension to adult education settings. My concern with these activities is that the suggested uses outlined in the publication are not adopted blindly to any situation. Particularly in interactions with minorities, it is important that the individuals comprising a class be the determinants of what activities to use when."

"The tenor of many of the activities still suggest persons other than mature, experienced adults. Many seem more feasible for high school students' vocational counseling situations. I also have problems with the manner in which many of the performance objectives are stated."

"I believe that the activities described will serve as a very effective outline for adult education teachers. Since there are 16 topics, the material presented serves as an excellent curriculum guide."

3. What comments do you have on the value of this project and on the performance of this project?

"Excellent guide"

"This type of project is sorely needed. Every day many career materials come across my desk which be useful but are not organized in a fashion for quick reference. The inclination is to file them away for future use--and that's often where they stay. This project has been well thought-out, planned. The result reflects intelligent handling of a subject."

"I believe the career education emphasis of the project was worthwhile. However, I believe much redundancy could have been eliminated if OE had provided for greater cooperation between this project and the one funded at Northwest Labs. The major beneficiary would have been the teacher in the classroom. I believe your publications are the framework for more extensive curriculum development in the K-12 program."

"I think the idea for this project was an important innovative approach to adult career education. For all intensive purposes, I think the products of this project reflect what was called for in the proposal."

"I think that this project and the three printed documents would prove most useful to adult education teachers--most specifically those dealing with a lower educated strata of population. The material will serve as a curriculum guide and be of such a nature that the students will learn by doing--by reading, by learning how to think and make decisions, etc. As I indicated above, the resources book should be considered for separate publication."

"The project has evaluated the diverse offerings in the area of career education and systematized for locational purposes a wealth of materials. The painstaking efforts of identifying creditable materials and providing reading levels as well as other pertinent and relevant information are commendable."

4. Are there any other comments you care to make?

"You may find some additional materials for Construction in the AFL-CIO library or with the Washington Building and Construction Trades Council."

"Well done!! You are to be complimented on the way you have worked with the Advisory Committee, always accepting (and seeking) their thoughts, opinions, etc."

"I have enjoyed my brief association with the project, particularly with . . . . . I also enjoyed my association with B'nai B'rith, an organization which offers a broader range of services than I had originally thought."

"The second part of this project, as far as I am concerned, was not receptive to input from the national advisory committee. Perhaps I should clarify that by stating that no meetings were held in which committee members could discuss the status of the project. I was very disappointed at this development, particularly because it happened when the project was completing its activities. I felt our committee was left out at an important time. Secondly, I question the amount of direct minority input in evaluating the career education materials and in critiquing the activities listed in Explorations, Part I, Revised. Career education has been an issue of considerable debate in minority communities, particularly for Blacks. I do not think sufficient avenues were provided for this essential ingredient."

"I benefited greatly from the acquaintances and exchanges related to this project."

"Although the material is presented in a somewhat different format, to some extent, this project is a counterpart to the 'school based job placement services project' currently being completed by the National Association for Industry-Education Cooperation. Your project is focussed on the adult learner while the NAIEC project is focussed on all youthful school leavers--whether graduates or dropouts. The primary focus of each project, however, is on the use of relevant occupational information, how to make career decisions, the simulation of job interviews and completion of employment forms, etc."

"I think the 'Supplement' and 'Explorations' are both well done and fill an important gap in information available to adult learners and the staff of adult programs. My concern goes beyond the scope of your project: how do we disseminate the materials; how do we assist program managers to feel comfortable in using this information and these processes; how can the information be continuously updated. I hope your final report will stress the importance of developing strategies in response to these concerns.

Problems Encountered

The Survey has met its major objectives and has, the staff believes, placed some useful tools in the hands of adult educators. During the second year of the project minor problems appeared that prevented the Survey from fully attaining its initial expectations. For example, it proved difficult to find career or occupational information, suitable for adults, at reading levels appropriate for the less able reader. In fact, far too many otherwise well-written pieces demand a high school vocabulary. One notable exception is the series developed for disadvantaged groups by the Pennsylvania Bureau of Employment Security. The experience of the Survey in seeking career materials that are accurate, worded simply and are visually attractive yet do not partronize the adult reader confirms the conclusion that such materials are in short supply. This is one of the unmet needs of adult career education.

Audio-visual media offer many advantages for presentation of career information, although they usually entail considerable cost. The Survey procured a representative number of media materials and identified many potential sources. A major barrier was encountered in cost and time necessary to review movie films and other media. The sheer mechanics of

setting up, as well as the necessity for completing each film run and evaluating correlated printed materials before judging quality, consumed a great deal of time. The same time-consuming procedure is required for materials ultimately judged unsuitable as for those which are acceptable, unlike the situation with printed materials which can be quickly scanned and rejected if necessary. Consequently, fewer audio-visual materials are included in Resources, Supplement than were hoped for, and care was taken so that those included show the range of offerings.

More significantly, the Survey staff is concerned about the utilization of these materials with minority groups. A conscientious search was made for suitable career materials and many were found. Moreover, much of the content of the Resources publications is generally appropriate to the American population--except for reading levels where technical terms predominate. In retrospect, however, better use might have been made of resource individuals with specialized knowledge. This probably would have produced a greater number of minority-oriented references and a more insightful criticism of those judged by the Survey staff to be suitable.

During the second year of the Survey contact with the National Advisory Committee was maintained on an individual basis, through telephone calls, letters, personal visits, newsletters, and requests for critique of documents. There was no budgetary provision for meetings of the Committee. The need to operate on a very tight budget made it necessary to eliminate travel costs for meetings even though the staff thought them very desirable. This deficiency had an effect; the give-and-take of conferring with a sophisticated committee would have been preferable to other means of communication. Correspondence and individual conversations with committee members

were not as satisfactory. Since the committee for the second year had several new members, their perspectives and potential contributions were not as well integrated into the project as might have resulted from conferences at critical times during the year. The project could have been strengthened by including two or three meetings of the Advisory Committee.

Conclusions

In its two years of operation, the Adult Career Education Resources Survey has produced two kinds of publications which should prove to be valuable resources for the adult educator:

* Two compendiums of career materials screened for suitability for use with adults in basic education or continuing education. Both printed and audio-visual media materials are included. Each item has been indexed according to an occupational code, evaluated for readability, annotated as to price and source and abstracted.

* A set of field tested suggestions for supplemental activities which can introduce career education into adult education classes, while supporting such major curriculum objectives as developing skills in reading, writing, speaking and critical thinking.

Many indications of the need for such materials have been received both from the community of adult educators and that of career education. The widespread acceptance of the publications shows their potential for immediate use as well as a strong probability of usuage in their intended settings.

Trust must be placed in the teachers of adult education classes that they will make intelligent adaptations of the materials and not use the activities or the sources of career information indiscriminately. There is always a danger of incomplete understanding on the part of

users. Further work in the field should be centered around helping administrators and teachers to become more aware of career education possibilities. Strategies to encourage familiarization with the Survey materials and other important advances in career education for adults should be developed.

In addition to careful attention to use of these and similar materials, priority should be given to increasing the number of career information resources suited to the adult. Similarly, special groups of adults (minority groups, women) are awaiting materials addressed to their needs. The dearth of materials pinpointed to these requirements is now obvious. The increasing number of adults changing careers and seeking second careers or more rewarding careers lends a note of urgency to this suggestion.

As a final note, the staff of the Survey is grateful for the opportunity to have contributed in some degree to the current and rising needs of career education for adults.

APPENDIX A

Form for

Occupational and Career Literature Review

ADULT CAREER EDUCATION RESOURCES SURVEY

Reviewer: _____

Date Reviewed: _____

Appropriate for Adults: Yes/No

Catalog Number: _____

_____ Recommended as of Superior Quality

_____ Highly Recommended

_____ Recommended

_____ Recommended with Reservation

_____ Not Recommended

OCCUPATIONAL AND CAREER LITERATURE REVIEW

Title: _____ Author: _____

Source: _____

_____

Published: _____ Pages _____ Price: _____ Reading Level _____ (Fry)

(Abstract) _____

_____

_____

_____

_____

_____

1. User's guide included: Yes/No
2. Subject Area: _____
3. Appropriate for individual use: Yes/No
4. Useful only with professional guidance: Yes/No

1. Type of Literature

_____ Specific occupation or career

_____ Occupational family

_____ Recruitment literature

_____ Other (specify)

II. Content

A. Of Particular Relevance to Adult Students	Excellent	Good	Fair	Poor	Unacceptable
1. Definition of Occupation					
2. Work Duties					
3. Work Settings and Conditions Illustrated					
4. Qualifications/Preparation Required					
5. Credentials Required (degrees, licenses, union, etc.)					
6. Methods of Job Entrance					
7. Personal Attributes					
a. physical demands					
b. emotional demands					
8. Advancement Possibilities					
9. Employment Outlook (including supply and demand, technological, economic, demographic factors)					
10. Potential Personal Rewards (i.e., income level, prestige, use of creative abilities, decision-making opportunities, psycho-social impact, comforts)					

B. Of Particular Relevance to Quality Career Literature					
1. History of Occupation					
2. Importance of Occupation to the Community					
3. Advantages and Disadvantages of Career Area					
Subtotal Content A + B					
Subtotal Inflated	x5___	x4___	x3___	x2___	x1___

Total Points (Inflated) Content A + B _____

III. Style and Format

	Excellent	Good	Fair	Poor	Unacceptable
1. Style: Data is Clear, Concise, Accurate, Appropriate					
2. Quality of Publication: Readable Type, Quality of Paper, Enhancing Pictures, Layout, Etc.					
Subtotal Style & Format III					
Subtotal Inflated	x5____	x4____	x3____	x2____	x1____

Total Points (Inflated) Style and Format _____

Total Points (Inflated) Content (A + B) (see previous page) _____

Total Points (Inflated) Content (A + B) + Style and Format _____

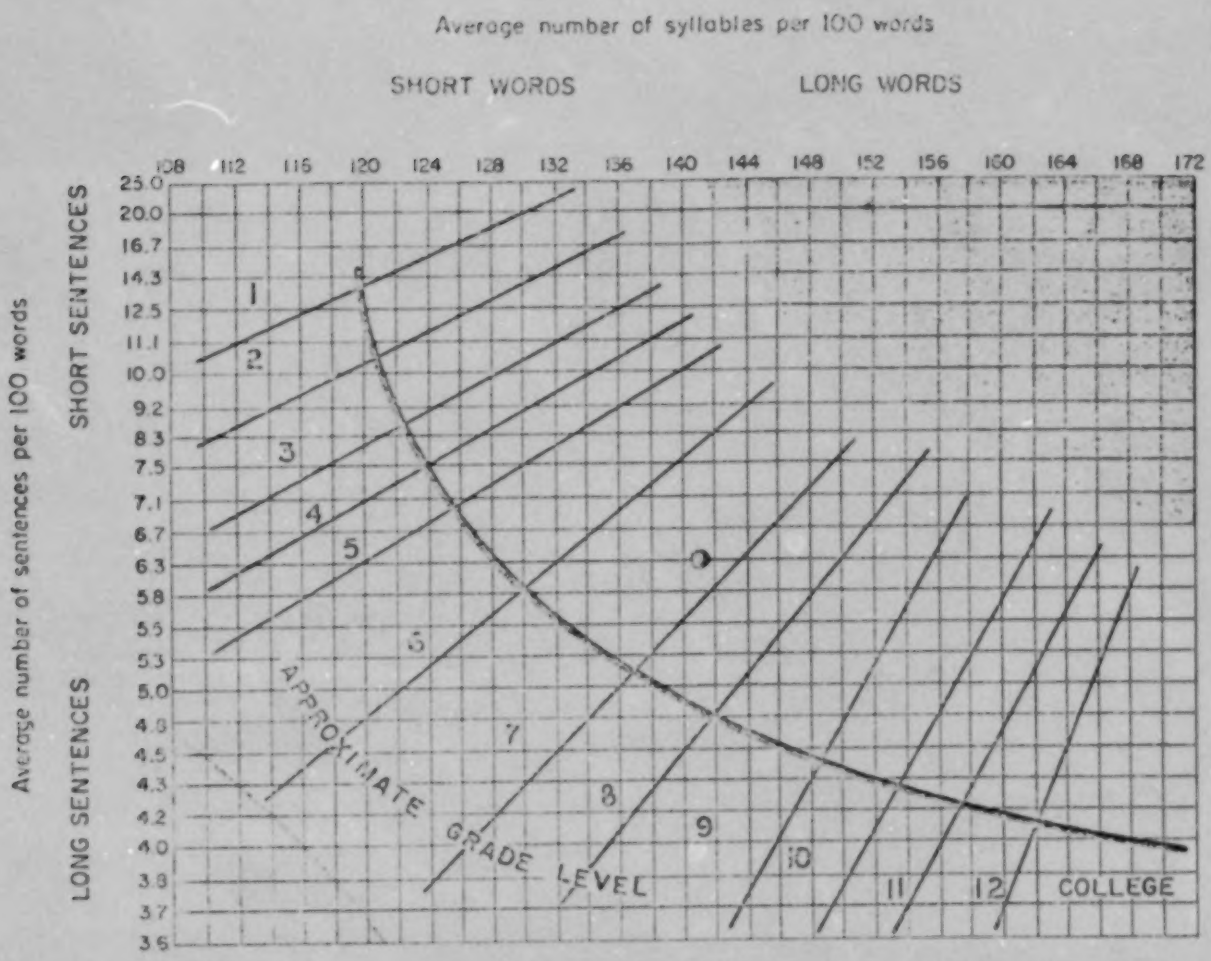
Rating Summary

Total Points:		
	70-80	Recommended as of Superior Quality
	56-69	Highly Recommended
	42-55	Recommended
	28-41	Recommended with Reservation
	17-27	Not Recommended
	16	Unacceptable

IV. Reviewer's comments and/or opinions of the publication above and beyond items listed above. Perceptable bias in publication should be mentioned here as well as any other pertinent information (i.e., lack of supplemental source listing, etc.).

GRAPH FOR ESTIMATING READABILITY

by Edward Fry, Rutgers University Reading Center, New Jersey



DIRECTIONS: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of sentences per 100 words on graph to determine the grade level of the material. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray area but when they do grade level scores are invalid.

EXAMPLE:

	SYLLABLES	SENTENCES
1st Hundred Words	124	6.6
2nd Hundred Words	141	5.5
3rd Hundred Words	158	6.8
AVERAGE	141	6.3

READABILITY 7th GRADE (see dot plotted on graph)

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For further information and validity data see the April, 1968 Journal of Reading and the March, 1969 Reading Teacher.

APPENDIX B

Form for

Occupational and Career Audio-Visual Review

ADULT CAREER EDUCATION RESOURCES SURVEY

Reviewer: _____

Date Reviewed: _____

Appropricte for Adults: Yes/No

Catalog Number: _____

_____ Recommended as of Superior Quality

_____ Highly Recommended

_____ Recommended

_____ Recommended with Reservation

_____ Not Recommended

OCCUPATIONAL AND CAREER AUDIO-VISUAL REVIEW

Title: _____ Author: _____

Producer: _____

_____

Produced: _____ Length _____ Price _____

(Abstract) _____

_____

_____

_____

_____

_____

1. Type of Medium:
   a. _____ mm Film - Sound _____, Silent _____, B&W _____, Color _____
   b. Filmstrip (or Series) _____, Silent _____, Sound _____
      (Tape _____ ; Record _____)
   c. Slide Series: No. _____ Audio Disc _____, Tape _____
   d. Cassette _____
   e. Videotape _____
   f. Other _____
2. User's guide included: Yes/No
3. Subject Area: _____
4. Appropriate for individual use: Yes/No
5. Useful only with professional guidance: Yes/No

I. Scope of Media

_____ Specific occupation or career

_____ Occupational family

_____ Recruitment material

_____ Other (specify)

II. Content

A. Of Particular Relevance to Adult Students	Excellent	Good	Fair	Poor	Unacceptable
1. Definition of Occupation					
2. Work Duties					
3. Work Settings and Conditions Illustrated					
4. Qualifications/Preparation Required					
5. Credentials Required (degrees, licenses, union, etc.)					
6. Methods of Job Entrance					
7. Personal Attributes a. physical demands					
b. emotional demands					
8. Advancement Possibilities					
9. Employment Outlook (including supply and demand, technological, economic, demographic factors)					
10. Potential Personal Rewards (i.e., income level, prestige, use of creative abilities, decision-making opportunities, psycho-social impact, comforts)					

B. Of Particular Relevance to Quality Career Information					
1. History of Occupation					
2. Importance of Occupation to the Community					
3. Advantages and Disadvantages of Career Area					
Subtotal Content A + B					
Subtotal Inflated	x5____	x4____	x3____	x2____	x1____

Total Points (Inflated) Content A + B _____

III. Presentation of Media

	Excellent	Good	Fair	Poor	Unacceptable
1. Effectiveness of presentations — clarity and consistency; over-all aesthetic qualities, enhancing vocal and/or visual effects					
2. Technical quality of medium — clear audio and/or visual aspects					
3. General appeal to adults exploring career or job opportunity in field					
Subtotal Presentation of Media					
Subtotal Inflated	x5____	x4____	x3____	x2____	x1____

Total Points (Inflated) Style and Format _____

Total Points (Inflated) Content (A + B) (see previous page) _____

Total Points (Inflated) Content (A+B) + Style and Format _____

Rating Summary

Total Points:

75-85	Recommended as of Superior Quality
60-74	Highly Recommended
44-59	Recommended
29-43	Recommended with Reservation
18-28	Not Recommended
17	Unacceptable

IV. Reviewer's comments and/or opinions of the audio-visual piece above and beyond items listed above. Perceptible bias in media should be mentioned here as well as any other pertinent information (i.e., lack of supplemental source listing, etc.)

_____

_____

_____

_____

_____

_____

APPENDIX C

News Release, September 1974

"Adult Career Education: New Publications Available"

For Immediate Release

ADULT CAREER EDUCATION
NEW PUBLICATIONS AVAILABLE

WASHINGTON -- Three new resources in adult career education have been published by the Adult Career Education Resources Survey. The three volumes, designed for use by administrators, teachers, curriculum planners and students, provide information and exploratory activities basic to integration of career education concepts into existing adult curricula.

Requests for single copies of these publications will be honored while the limited supply is available.

Resources (Recommendations for Adult Career Resources) is a compendium of occupational materials which have been reviewed, abstracted, and assessed as useful to adult students. Materials listed are from both print and audio-visual media.

Explorations, Part I (Career Activities for Adult Education Classes) offers a group of guiding, exploring career development activities of career information and materials in the learning process.

Explorations, Part II (State Listing of Adult Career Education Activities)is an administrative guide to some existing adult education programs throughout the country. A brief description of each program is given along with the person to contact for further information.

Adult educators who wish to participate in the field test of the activities listed in Explorations, Part I are encouraged to contact Fae E. Hoffman, Project Director as soon as possible at the following address:

Adult Career Education Resources Survey
B'nai B'rith Career and Counseling Services
1640 Rhode Island Ave., N.W.
Washington, D.C. 20036

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5/74

APPENDIX D

Newsletters to National Advisory Committee Members

B'NAI B'RITH CAREER AND COUNSELING SERVICES
1640 RHODE ISLAND AVE., N.W.
WASHINGTON, D.C. 20036 (202) 393-5284

Memorandum

ADULT CAREER EDUCATION RESOURCES SURVEY

To: National Advisory Committee

From: Fae E. Hoffman, Project Director

Date: November 15, 1974

Subject: Progress of Survey Activities

This is the first opportunity we've had to report Survey activities since we entered our second year of funding (July, 1974 through June, 1975). We wish to welcome the new members of our National Advisory Committee and welcome back the first-year members as well. Your guidance, professional expertise and input are important to our ultimate goals. A complete listing of all National Advisory Committee members is enclosed for your information.

After lengthy consideration, Survey staff have concluded that we will be better able to utilize your specific skills and expertise if we call upon you individually rather than holding formal meetings. Also, due to the more nationally representative scope of members this year, formal meetings would be more difficult to arrange. Members of the staff will be calling upon you, therefore, as needed, either via letter or telephone throughout the year.

Completion of first-year activities

Summer months, through the end of August, were spent preparing our first three products for publication: Recommendations for Adult Career Resources; Explorations, Part I - Career Activities for Adult Education Classes; and Explorations, Part II - State Listing of Adult Career Education Activities. We were well into September by the time the printed product was available and dissemination of the publications had begun. We still have a limited supply available and receive requests each week which we will continue to fill on a first-come, first-served basis until our supply is exhausted.

During this same time period we prepared and submitted our Annual Report to the U.S. Office of Education. We are pleased to report that feedback has been exceedingly favorable. You have been sent copies of each publication, in addition to the Annual Report. If extra copies are needed please let us know.

Field Testing of Explorations, Part I

Early in September a "School Field Test Interest Indicator" (copy enclosed) was developed to assist in location of field test sites. Copies of this questionnaire were included in an initial mailing of Survey publications to all local programs listed in Explorations, Part II. This mailing resulted in an excellent sample of field test sites. We also contacted other adult education programs through Regional Staff Development personnel, State Directors of Adult Education, supervisory personnel, etc. -- and now have an adequate and representative sample population. "Field Test Guidelines," including Report Forms (copy enclosed) were developed and recently mailed to each field test site for their use.

Recommendations for Adult Career Resources

This publication is being updated during our second year of funding with greater emphasis on audiovisual materials (to elimate problems with high reading levels of much printed matter), women, and minority groups. To date over 350 retrieval requests have been sent out and approximately 225 items of career information have been reviewed. These include both audiovisual and print materials. The cataloging system is expanded as new occupational entries are made.

Public Relations

A press release (copy attached) was disseminated during October to the HEW Regional Staff Development projects for inclusion in their regional newsletters. Such publicity has been most helpful to our project. Those regions without newsletters have also been cooperative in informing their adult educators of our Survey activities.

Several of the staff attended an Open House held at the U.S. Office of Education where various adult education materials and films were on display. Materials which may bear application to our Survey were obtained at that time for review.

Survey staff continue interface with other adult education programs and personnel. The continual interchange of ideas and programmatic developments are important to avoid duplication of efforts and to acquire new ideas. Along this line, we encourage each of you to submit any ideas or materials which relate to adult career education and the goals of our Survey.

During the past couple months we have updated our permanent mailing list for our continued Survey activities. This has been accomplished both through mailings to State Directors of Adult Education and Vocational Education and through telephone and in-person contacts. It serves, therefore, as a public relations tool of the Survey as well, for we always "spread the word" about our goals and activities. If there are individuals you would like placed on the mailing list please let us know.

Finally, we have recently returned from the 1974 AEA/NAPCAE Convention in Miami, Florida where we exhibited our materials at the USOE booth and provided complimentary information at the swapshop. We attended many workshops and sessions which enhanced our knowledge of the adult student population and provided a perfect setting for discussing our Survey with adult educators from around the country. Many new contacts were developed both to assist us in our field test activities as well as supporting our Survey goals in general. Some contacts were also made regarding continuing diffusion of our final products after termination of federal funding. In addition, I was appointed and served as a member of the Career Education Task Force which met several times during the convention and will continue activities during the coming year. Survey staff also hosted an open-house on two consecutive days in order to let interested individuals learn of our Survey.

Staff

For the newer members of our National Advisory Committee, let me review briefly the responsibilities of the Survey staff. The staff is small and because of this, responsibilities are often shared and cut across any formal lines.

Fae Hoffman-As Project Director I perform the overall administration of the total project, delegate tasks, maintain open and frequent communications with USOE, and attempt to keep everything running smoothly between activities conducted at the B'nai B'rith Career and Counseling Services (BBCCS) office and the offices of our subcontractor, Applied Management Sciences (AMS). My responsibilities related to the Survey are on a part-time basis as I continue to serve as Director of Professional Field Services for BBCCS.

Charlotte Bliss, Project Coordinator, works full-time on the Survey at BBCCS and maintains responsibility for all phases of Recommendations for Adult Career Resources including retrieval of materials, cataloging, reviewing, and all printing production phases. In addition, she maintains the Survey mailing list. disseminates materials, and handles general inquiries regarding the Survey. She maintains contact with activities being conducted by staff of the subcontractor.

Phylis Greenfield, Project Manager at AMS, is working primarily on the field test of Explorations, Part I this year, including obtaining a sample population, monitoring the field test, evaluating results and revising the field-tested career activities for publication. She maintains frequent contact with other projects and works part-time on the Survey.

Steve Frankel, Administrator, serves as part-time project consultant and coordinator of activities at AMS.

Andrea Epstein is our part-time Technical Assistant at AMS who does many of the nitty-gritty tasks involved in each Survey activity. She is an excellent reviewer of career materials and spends much of her time on the Survey engaged in this activity.

Let me add that I remain deeply appreciative to each member of the staff. We meet together frequently to discuss progress, problems, etc. Our individual talents blend well in a cooperative team effort. We learn much from each other and the enthusiasm level is always high.

We will try to update you on our activities more frequently. Please let us know if you have any questions, suggestions, etc., etc.

Our very best regards for a happy holiday season.

Fae

FEH:hf
Enclosures:
Listing of National Advisory Committee
Press Release (9/74)
School Field Test Interest Indicator
Field Test Guidelines and Report Form

B'NAI B'RITH CAREER AND COUNSELING SERVICES
1640 RHODE ISLAND AVE., N.W.
WASHINGTON, D.C. 20036 (202) 393-5284

Memorandum

ADULT CAREER EDUCATION RESOURCES SURVEY

To: National Advisory Committee

From: Dr. S. Norman Feingold, Project Director

Date: March 5, 1975

Subject: Appointment of Dr. Howard J. Hausman as Project Coordinator

I am pleased to announce that Dr. Howard J. Hausman has joined the staff of B'nai B'rith's Career and Counseling Services Adult Career Education Resources Survey as project coordinator.

Dr. Hausman recently retired from the National Science Foundation, where he served as Director of the Division of Pre-College Education in Science. He has degrees in psychology from the City College of New York and New York University, and obtained his Ph.D. in psychology from the George Washington University. Dr. Hausman served for ten years in the United States Air Force's personnel research programs, ultimately becoming chief of the Performance Evaluation Branch of the Personnel Laboratory in San Antonio, Texas. During that period he helped to structure the Air Force's career programs in a wide variety of occupations, particularly in developing measures of job performance for various career lattices.

In 1956 Dr. Hausman joined the National Science Foundation to direct the development and collation of materials on scientific and engineering careers. He was then placed in charge of shaping and directing the Foundation's education programs designed to attract students into science-oriented careers. Following this, he developed the programs that helped to introduce into the elementary and secondary schools of the nation the new science and mathematics curricula which were constructed with the Foundation's support. He was appointed Director of the Division of Pre-College Education in 1972.

The Pre-College Education Division contained some of the largest and most influential of the National Science Foundation's programs, annually involving over $30 million in grants and up to 1500 proposals for grants. Its function was to provide the materials for curriculum reform and make it possible for the schools to use them. Educational reform, although for the benefit of students, inevitably focuses on the adults in the education structure . . . teachers, administrators and the public. Aside from the large grants which led to new materials, all proposals received in this division were designed to reeducate in-service teachers. As many as 40,000 teachers a year were served in one or another of these educational programs. The Division Director

was the senior grant administrator for these programs. He was also responsible for broad national policy recommendations on the Foundation's educational role and provided justifications to the Administration and Congress. He advised university officials and teaching staff, school system administrators and teachers on the dimensions of educational requirements for in-service teachers, emphasizing both academic study and skills acquisition. He also served as a consultant to other Federal agencies and to state and local government agencies. The Division Director supervised a staff of 15 to 20 scientists and science educators plus supporting staff in carrying out these functions, which included annual publication of several proposed guidelines and directories and over a dozen national meetings a year.

As a civic leader in the drive to improve public education, Dr. Hausman has served as an officer in a number of organizations. Because of his contributions to public education and his activities in furthering education for scientific and technical careers he was appointed by the Governor of Maryland in January 1969 to the first Board of Trustees for a community college established in that State under the provisions of a new law separating responsibility for community colleges from elementary and secondary education. Now in his second term on the Board of Trustees of Montgomery College in Montgomery County, Maryland, he has helped to set policies strengthening its career education components during the college's development into a multi-campus institution with more than 12,000 students and 30% enrolled in career programs. Adult education is a major element at this college, with the average age of those enrolled now nearly 25 and steadily growing older.

Dr. Hausman is a member of Phi Beta Kappa, Sigma Xi, American Psychological Association and the National Science Teachers Association. He is presently a consultant to the American Association for the Advancement of Science and the National Assessment of Educational Progress. He resides with his family in Silver Spring, Maryland.

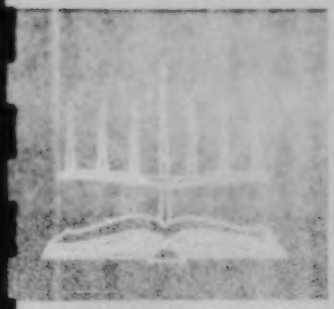
The B'nai B'rith Career and Counseling Services is fortunate that Dr. Hausman will provide the Adult Career Education Resources Survey with his knowledge and expertise.

Very best regards.

Cordially yours,

S. Norman Feingold

SNF/rf



B'nai B'rith Career and Counseling Services

Formerly B'NAI B'RITH VOCATIONAL SERVICE

1640 RHODE ISLAND AVE., N.W. WASHINGTON, D.C. 20036 (202) 393-5284

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Philadelphia, Pa.
Charles D. Wallach
Cleveland, Ohio

Dr. S. Norman Feingold
National Director
Washington, D.C.

* Deceased

April 1, 1975

Here is a brief progress report on the Adult Career Education Resources Survey of the BBCCS. You have already received the announcement of March 5, 1975 that Dr. Howard J. Hausman has become project coordinator and will remain until the project is completed.

Items for the 1975 addendum to the RESOURCES book have been abstracted. We expect to complete the editing work within a few weeks. Our subcontractor, Applied Management Sciences, completed field testing of the materials described in the 1974 publication EXPLORATIONS. They are now completing the draft of the new edition of the EXPLORATIONS booklet and will submit this for our review very shortly. We shall be asking you for comments on this draft so that we can get as broad as possible a viewpoint for these materials.

We have identified a competent printer through competitive bidding and are pushing ahead to send materials to the printer. However, it would appear that some additional time is going to be needed for all the tasks involved in preparing the manuscripts as well as winding up the project. We have requested a 90-day extension to September 30, 1975 from the U.S. Office of Education. No word on this has yet been received.

It was good seeing some of you this past week at the APGA Annual Convention in New York City. I appreciate your continued professional interest in this project. We will be in touch with you shortly on the review of EXPLORATIONS and other matters.

Cordially yours,

S. Norman Feingold
National Director

SNF:hh
P.S. Enclosed is a recent article of mine that may be of interest.

B'nai B'rith Career and Counseling Services

Formerly B'NAI B'RITH VOCATIONAL SERVICE

1640 RHODE ISLAND AVE., N.W. WASHINGTON, D.C. 20036 (202) 393-5284

May 8, 1975

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New York, N.Y.

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Dr. S. Norman Feingold
National Director
Washington, D.C.

* deceased

Dr. James E. Carson
Associate Director
Human Resources Development Center
Tuskagee Institute
Tuskagee, AL 36088

Dear Dr. Carson:

Professional progress on the Adult Career Education Resources Survey of the BBCCS continues. All activities are on schedule.

The new edition of EXPLORATIONS was forwarded to the Advisory Committee in draft. A number of very helpful suggestions from the members have been received. These suggestions, together with comments by Dr. Howard Hausman and myself, are now being incorporated into the final copy by the contractor responsible for the publication, Applied Management Sciences. I anticipate that this book will be in print by the end of June. Your assistance at this stage is most appreciated.

The Department of Health, Education and Welfare has extended the grant period for 90 days to September 20, 1975 at no increase in cost. This will enable us to attend to the myriad details of publication, distribution of materials, reporting on the project and putting the materials in proper order for permanent filing.

We are now preparing copy for typing of the new edition of RESOURCES: RECOMMENDATIONS FOR ADULT CAREER RESOURCES. The first batch is ready to be released by the beginning of next week. From there it goes to the printer. Quite a few additional references have been added in these last two months. Editing of all items has been practically completed.

I am pleased to enclose the latest issue of COUNSELOR'S INFORMATION SERVICE, just off the press. We trust it will be of interest and help.

In addition you will find a copy of the NATIONAL ASSESSMENT OF SCIENCE, 1969-1973, issued this spring by the National Assessment of Education Progress. This represents an innovation in educational assessment for our country. It is

the first time scientifically designed national samples have been used to estimate changes in achievement in an academic discipline over a four-year period. It is anticipated that other reports of a similar nature will follow. For this and other reasons, the National Assessment is seeking reactions to this publication. As you may remember, Dr. Hausman serves on occasion as a consultant to the National Assessment. If you have any comments or suggestions, Dr. Hausman will be very happy to forward these to the National Assessment.

Please keep in touch.

Warmest personal regards.

Cordially yours,

S. Norman Feingold, National Director
B'nai B'rith Career & Counseling Services
and
Project Director, Adult Career Education
Resources Survey

SNF:ael

Enclosures (2)

B'nai B'rith Career and Counseling Services

Formerly B'NAI B'RITH VOCATIONAL SERVICE

1640 RHODE ISLAND AVE., N.W. WASHINGTON, D.C. 20036 (202) 393-5284

June 23, 1975

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National Director
Washington, D.C.

*deceased

Dr. James E. Carson
Associate Director
Human Resources Development Center
Tuskagee Institute
Tuskagee, Alabama 36088

Dear Dr. Carson:

Progress on the grant has reached the stage of final copy. For both volumes, RESOURCES and EXPLORATIONS, final typing is under way and the printer will receive it the last week of June.

We are anxious to have your reactions to these books. In fact, the grant from HEW calls for your evaluation. I hope that you will be in a position to give us your comments when the books reach you. The schedule should permit your receiving them by the middle of July.

Another note of progress has been received: Applied Management Sciences reports that they have received notification from Fort Steilacoom Community College (Washington) that EXPLORATIONS, Part I and RESOURCES have been adopted as required texts in the Individual Progress Center. The course utilizing these two Survey publications has approximately 150 students.

Enclosed are a few items you may find of interest. HEW's statistics on adult education confirm the strength of the field. The BBCCS career briefs have just been published.

Please don't hesitate to get in touch if you have any comments or questions, even before receiving the publications in July.

Sincerely yours,

S. Norman Feingold, National Director
B'nai B'rith Career & Counseling Services
and
Project Director, Adult Career Education
Resources Survey

SNF:md

Enclosures

B'nai B'rith Career and Counseling Services

Formerly B'NAI B'RITH VOCATIONAL SERVICE

1640 RHODE ISLAND AVE., N.W. WASHINGTON, D.C. 20036 [202] 393-5284

ADULT CAREER EDUCATION RESOURCES SURVEY

July 28, 1975

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Cleveland, Ohio
Dr. S. Norman Feingold
National Director
Washington, D.C.

* Deceased

The second year of the Adult Career Education Resources Survey is drawing to a close. Our two 1975 volumes -- RESOURCES: RECOMMENDATIONS FOR ADULT CAREER EDUCATION, SUPPLEMENT and EXPLORATIONS, PART I, REVISED, -- have been published. One copy of each is enclosed. By separate mail we are sending you some additional copies for your files.

As a member of the National Advisory Committee, you undoubtedly have some reactions to the project and its publications. We do need your evaluation as one component of the grant's final report. A form has been enclosed to help you in formulating your comments.

We deeply appreciate your service as a member of the Advisory Committee.

Very best regards.

Cordially yours,

S. Norman Feingold
National Director, B'nai B'rith
Career and Counseling Services
and
Project Director, Adult Career
Education Resources Survey

HH/SNF/bjn

Enclosure

B'NAI B'RITH – THE WORLD'S OLDEST AND LARGEST JEWISH SERVICE ORGANIZATION • FOUNDED IN THE UNITED STATES OF AMERICA IN 1843

APPENDIX E

School Field Test Interest Indicator

Adult Career Education Resources Survey
B'nai B'rith Career and Counseling Services
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

SCHOOL FIELD TEST INTEREST INDICATOR

Name of Adult Education Program: _____

Name of School District: _____

Address: _____ ZIP: _____ Telephone:AC( )

Adult Education School Administrator: _____

Person Completing this Form (if different than above): _____

_____ Title: _____

Approximately how many students are in the following types of classes:

_____ Adult Basic Education Classes:
Is career education taught in some of these classes? ___Yes ___No

_____ Continuing Education Classes:
Is career education taught in some of these classes? ___Yes ___No

_____ Avocational/Recreation Classes:
Is career education taught in some of these classes? ___Yes ___No

_____ Career Training/Vocational Education Classes:
Is career education taught in some of these classes? ___Yes ___No

From what type of locality do you draw most of your students? (check one only)

_____ Urban
_____ Surburban
_____ Rural

Approximately what percentage of students enrolled in your Adult Education classes (any type) are:

_____% 25 years old or younger?
_____% 26-49 years old?
_____% 50 years and over?
_____% female?
_____% male?

Approximately what percentage of students enrolled in your Adult Education classes (any type) are:

_____% Black
_____% Spanish Surname (Chicano, Puerto Rican, etc.)
_____% Oriental
_____% Native American (American Indian, American Eskimo)

B'nai B'rith Career and Counseling Services will be field testing each activity in Explorations, Part I this year. Field testing will involve trying out three activities in one or more classrooms and completing a brief multiple choice information sheet on results obtained with each activity.

Would your school be interested in helping to field test three career development activities?

_____ Yes
_____ No

If yes, in how many classes would you try out the materials?

_____ 1 - 2
_____ 3 - 5

Please return this form to: Ms. Fae Hoffman, Project Director
Adult Career Education Resources Survey
B'nai B'rith Career and Counseling Services
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

APPENDIX F

Cover Letter to Administrators

APPLIED MANAGEMENT SCIENCES

SAMPLE

962 Wayne Avenue • Suite 701 • Silver Spring, Maryland 20910
Telephone 301 585-8181

November 15, 1974

Ms. Jane Doe
Director of Adult Education
Anytown High School District
100 Main Street
Anytown, USA 00000

Dear Ms. Doe:

As you may know, Applied Management Sciences is working with B'nai B'rith Career and Counseling Services in field testing Explorations, Part I (Career Activities for Adult Education Classes) which was developed by the Adult Career Education Resources Survey.

Pursuant to our recent telephone conversation, we are pleased to send you the set(s) of career materials to be utilized by adult educators on your staff in field testing Explorations, Part I. One set is to be distributed to each adult educator participating in the field test who will conduct three activities with his or her classes. Each set contains:

* Explorations, Part I (Career Activities for Adult Education Classes), the book which contains the career activities being field tested;

* Cover letter indicating which three of the activities in Explorations, Part I the adult educator is to field test in his or her classes (a copy is attached to this letter for your records);

* Field Test Guidelines which contain information correlating each career activity to the teaching process in terms of the field test;

* "Field Test Report Forms," the reporting instrument for recording information required by the Survey to refine and validate each activity with self-addressed, stamped envelopes included;

* Career Resources, the Survey publication which contains abstracts of career materials which can be utilized by the adult educator in conducting the activities.

The Survey staff appreciates the interest you have shown and looks forward to mutually beneficial cooperation in the field testing of these adult career activities. Please call me (collect) at either (703) 273-0211 or (301) 585-8181 if questions arise as you and your staff participate in this field test.

Sincerely yours,

APPLIED MANAGEMENT SCIENCES, INC.

Mrs. Phylis O. Greenfield
Project Manager
Adult Career Education
Resources Survey

Enclosed:

_____sets of career materials (one set for each adult educator participating in field test);

to be tested in :

_____ Adult Basic Education classes in _____location
_____ continuing education classes in_____location
_____ vocational education classes in_____location
Total

_____

P.O.G.

cc: Ms. Fae E. Hoffman, Project Director
Adult Career Education, Resources Survey
B'nai B'rith Career and Counseling Services

APPENDIX G

Cover Letter to Individual Adult Educators

B'NAI B'RITH 1640 RHODE ISLAND AVENUE, NORTHWEST, WASHINGTON, D. C. 20036 • (202) 393-5284

Dear Adult Educator:

Thank you for volunteering to field test several activities in Explorations, Part I. The Adult Career Education Resources Survey staff appreciates your cooperation in this effort. We are, therefore, asking that you conduct the following activities appearing in Explorations, Part I:

#_____(Pages)

#_____(Pages)

#_____(Pages)

A copy of Field Test Guidelines (How to Conduct the Field Test) is enclosed. This was developed to give you added direction in assisting the Survey with the field test. Please read through the Introduction, activities you have been asked to field test and the Field Test Report Form before initiating your activities. You may also need to refer back to the Guidelines as you conduct each activity.

Please return a separate Field Test Report Form (three are included) for each of your activities as they are completed. A self-addressed stamped envelope is enclosed for each "Field Test Report Form" to facilitate your reporting. All forms must be returned to us no later than February 7, 1975. Please direct any questions you may have regarding the field test to:

Mrs. Phylis O. Greenfield
Project Manager
Adult Career Education Resources Survey
Applied Management Sciences
962 Wayne Avenue
Silver Spring, Maryland 20910

(703) 273-0211 or (301) 585-8181

Cordially,

Fae E. Hoffman
Project Director
Adult Career Education Resources Survey
B'nai B'rith Career and Counseling Services

cc: Phylis O. Greenfield

Enclosures: Field Test Guidelines
Field Test Report Forms with return envelopes
Explorations, Part I
Resources

APPENDIX H

Field Test Guidelines

Adult Career Education Resources Survey

FIELD TEST GUIDELINES

(How to Conduct the Field Test)

Explorations, Part I

Career Activities for Adult Education Classes

October 1974

B'nai B'rith Career and Counseling Services
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

with the assistance of

Applied Management Sciences
962 Wayne Avenue
Silver Spring, Maryland 20910

The work presented herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed do not necessarily reflect the position or policy of the U.S.O.E. and no official endorsement by the U.S.O.E. should be inferred.

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INTRODUCTION

Staff of the Adult Career Education Resources Survey is pleased that you and your adult education students will be participating in the field test of Explorations, Part I. We believe these career development and orientation activities will enhance your efforts as you include more career education in your curriculum.

The purpose of this field test is to elicit specific suggestions for refinement and improvement of career activities in Explorations, Part I. Survey staff will analyze your responses as reported in the Field Test Report Form and incorporate needed changes in activities. Through the inclusion of these modifications, Explorations, Part I will be validated to meet the needs of adult educators and students.

The adult educator has much to offer in this field test. Each Field Test Report Form as completed by the adult educator will be given careful attention as the activities are refined. The critical scrutiny given these activities in terms of your students' practical needs is our most accurate assurance of producing a valid, usable document.

Adult students have an important role in the field test as well. Career development activities in Explorations, Part I are designed to help adult students consider options in the world of work which they may not have previously known or considered. These activities are also designed to assist the adult in thinking about aspects of a job which may be important or what may bring satisfaction in the workday world. For example, a student might consider if salary is always the most important aspect of a job situation. The student must also develop insight regarding his or her own values, life-style or needs to effectively utilize job and career information.

Please note that we urge the adult educator to adapt these activities to the class's needs, not adopt them.

Responsibilities of the Participating Adult Educator

For each activity you have been asked to conduct, a Field Test Report Form has been enclosed with the name and number of each activity included along with a self-addressed stamped envelope. We have tried, in respect of your time constraints, to simplify the documenting and reporting that is necessary with any scientifically accurate measurement. We ask that the Report Forms be filled out and returned as the activities are completed. All results must be returned to the Survey no later than February 7, 1975 in order for data to be included in the field test analysis.

Each adult educator has been asked to conduct three activities as listed in the cover letter. We stress that when necessary, they should be adapted to your class's particular requirements. If you are able to conduct more than the assigned three, we would be pleased to send additional Report Forms.

The Survey staff asks that the adult educator work with students as a resource person in conducting the activites, not as an expert in either career education or particular career fields. You are there to assist students in job and career explorations. As you will note in the activities, there is a great deal of responsibility in this role of "resource person."

NOTE: Should you have any questions concerning the career activities in Explorations, Part I, the Field Test Report Forms, or your role in the field test as resource person, please call Mrs. Phylis Greenfield, Project Manager, collect at either 703-273-0211 or 301-585-8181. She will respond to all your field test concerns.

Field Test Report Form

A Report Form is to be filled out for each activity conducted by the adult educator. Three such forms are included in these Guidelines. In view of your other responsibilities, we have attempted to minimize the input required from you. However, in order to validate each activity, fairly detailed documentation is required. We hope you will take the time to fill out each of the three Report Forms to the best of your ability.

The structure of each Field Test Report Form matches the format of each activity in Explorations, Part I. Each Report Form contains questions on:

- Skills Reinforced by this Activity
- Performance Objective
- Materials
- Class Time Required
- Summary of Activity
- By Products of Suggested Activity
- Potential Populations for Utilization

Questions are also included concerning your reaction to particular parts of the activity and suggestions you may have for improvement.

We have also asked for your general reaction and that of your students to each section. Please respond in those areas where you feel your input will improve the activity. General comments are left to your discretion. We are, however, extremely interested in obtaining student reaction to the activity as well as that of the adult educator.

Please keep in mind that all of us are working under time constraints and the earlier you report each activity's results, the earlier you and other adult educators will receive the validated, refined republication of Explorations, Part I. As you complete each activity, fill out each Field Test Report Form and return it to the Survey in the self-addressed stamped envelope as soon as possible. All Field Test Report Forms must be returned no later than February 7, 1975.

Field Test: Suggestions for Ease in Conducting Activities

Suggestions follow to facilitate your involvement as resource person to the adult students participating in this field test. Each activity has been listed and pertinent facts concerning the activity have been noted to assist you to smoothly conduct activities assigned to you. Keep in mind that the suggestions given below *only supplement* the complete activities given in Explorations, Part I. The activities as l sted in Explorations, Part I are to be field tested.

Career materials are called for in many of the activities. These can be obtained through either your use or your students' use of Resources (Recommendations for Adult Career Resources), a copy of which is included in your packet of field test materials. If you order career materials from Resources, please order them from the publisher or producer well in advance of the time when you will need them for the activity. You are requested to report on the Field Test Report Form the usefulness of the Resources publication.

SUPPLEMENTAL INFORMATION FOR CONDUCTING ACTIVITIES IN

EXPLORATIONS, PART I

Reading Related Career Development Activities

The first four career activities listed are designed to supplement reading related curricula. Please refer to the Introduction on pages 11-13 of Explorations, Part I. These activities are: 1) *Using printed Career Information*, 2) *Relating Careers to Current Events*, 3) *Inter-city Job Comparison, and* 4) *Careers in Literature.*

Each has been designed to reinforce reading skills in addition to providing basic career development information. Please keep this orientation in mind as you conduct the career activities in this section.

1 USING PRINTED CAREER INFORMATION
Pages 14-17

TOTAL TIME SUGGESTED FOR ACTIVITY: Five Weeks

Advanced Preparation Time: Three weeks - Career materials ordered and assembled by adult educator in advance of activity.

Class Time for Activity: Two sessions

ACTIVITY GUIDELINES: Preview sample of the career materials and note questions for the students. Finer issues of job vs. career vs. work vs. self fulfillment may be in order for more sophisticated classes. Student needs are the key in this activity and questions should be geared to these needs. Allow enough time between class sessions to stencil student-raised questions allowing enough space between each question for handwritten responses.

2 RELATING CAREERS TO CURRENT EVENTS
Pages 18-20

TOTAL TIME SUGGESTED FOR ACTIVITY: Five Weeks

Advanced Preparation Time: Three weeks - Either students or educator should order career materials and/or newspapers in advance of activity.

Class Time for Activity: Two sessions

ACTIVITY GUIDELINES: Encourage students to discuss possible topics and explore as many of the assembled resources as possible in research for short paper during first session. Sample of papers may be read and discussed at second session.

3 INTER-CITY JOB COMPARISON
Pages 21-25

TOTAL TIME SUGGESTED FOR ACTIVITY: Five Weeks

Advanced Preparation Time: Three weeks - Students order newspapers in advance of class activity. This might require one class session in which request letters are constructed.

Class Time for Activity: Two sessions (excluding one advance letter-writing session).

ACTIVITY GUIDELINES: Use of school stationery is important for complimentary issues of newspapers. Group request of additional newspapers is important to offset possible failure of newspaper receipt. If teacher is utilizing form included in the activity, "Information Included in Classified Advertising" (page 24), then enough copies should be reproduced in time for the class session.

4 CAREERS IN LITERATURE
Pages 26-29

TOTAL TIME SUGGESTED FOR ACTIVITY: Five Weeks

Advanced Preparation Time: Three weeks - Career materials ordered and assembled by adult educator. Inform students of upcoming activity and where books suggested might be obtained (libraries or bookstores).

Class Time Required for Activity: Two sessions

ACTIVITY GUIDELINES: Activity is most appropriate for adult students whose reading skills are sufficiently developed to include easy comprehension of books such as those listed on pages 27-28 of Explorations, Part I (reading levels are listed).

Writing Related Career Development Activities

These next four activities have been designed to supplement writing related curricula. Please refer to the Introduction on pages 33-35 of Explorations, Part I. These activities are: 5) *Making the Literature Usable*, 6) *Writing for Information*, 7) *A Workday in the Life of . . .*, 8) *Careers Abroad*.

Skill in written expression, like many other abilities, is best strengthened by practice. These career-related activities are designed to reinforce writing curriculum skills in adult education. Please keep this orientation in mind as you conduct the career activities in this section.

5 MAKING THE LITERATURE USABLE
Pages 36-39

TOTAL TIME SUGGESTED FOR ACTIVITY: Five Weeks

Advanced Preparation Time: Three weeks - Career materials ordered and assembled by adult educator. Inform students in advance to bring dictionaries to class for activity. Reproduce sufficient copies of reading level scale for class use.

Class Time Required for Activity: Two sessions

ACTIVITY GUIDELINES: Review procedure for easy utilization of reading scale with students. Assist in application of scale where necessary. Discussion may include student initial reaction to materials with high reading levels. Discussion after rewriting exercise may be interesting to ascertain student reaction to both rewriting and the career materials.

6 WRITING FOR INFORMATION
Pages 40-43

TOTAL TIME SUGGESTED FOR ACTIVITY: Four Weeks

Advanced Preparation Time: Three weeks - Career materials ordered and assembled by adult educator.

Class Time Required for Activity: One session

ACTIVITY GUIDELINES: School letterhead stationery should be available for student use in requesting additional career information. Students can provide own postage. Teacher should review business letter forms (one example is given in the activity on page 42) for class use.

7 A WORKDAY IN THE LIFE OF . . .
Pages 44-46

TOTAL TIME SUGGESTED FOR ACTIVITY: Four Weeks

Advanced Preparation Time: Three weeks - Career materials ordered and assembled by adult educator.

Class Time Required for Activity: One session

ACTIVITY GUIDELINES: Unusual selections of career materials by adult educator when ordering materials will heighten student interest in this activity. Time allotted for developing essays should allow for comparison with career pieces later in session.

8 CAREERS ABROAD
Pages 47-49

TOTAL TIME SUGGESTED FOR ACTIVITY: Five-Six Weeks

Advanced Preparation Time: Four weeks - Career materials ordered and assembled by adult educator. Maps and globes assembled for activity.

Class Time Required for Activity: One-two sessions

ACTIVITY GUIDELINES: Resources may not contain all resources necessary for obtaining information on international careers. Oil companies or government agencies and international organizations could be contacted to supplement existing sources. Essay could be assigned as homework and a sample discussed in class in next session.

Oral Communication Related Career Activities

These next five activities have been developed to supplement adult education curricula that emphasizes development in oral communication skills. Please refer to the Introduction on pages 53-55 of Explorations, Part I. Career activities include: 9) *Demonstration Speech*, 10) *Career Night*, 11) *Mock Employment Agency*, 11) *Worker for a Day*, 12) *Inviting a Resource Person to Class.*

Improvement in oral communication is accomplished with continual practice. Each of these career activities was designed to reinforce communications skills. Please keep this in mind as you conduct the career activities in this section.

9 DEMONSTRATION SPEECH
Pages 56-58

TOTAL TIME SUGGESTED FOR ACTIVITY: Six Weeks

Advanced Preparation Time: Three weeks - Career materials ordered and assembled by adult educator.

Class Time Required for Activity: Two-three sessions

ACTIVITY GUIDELINES: Assistance may be given to students in locating workers in particular career fields. As part of the learning process, however, initiation of contact should come from the student.

10 CAREER NIGHT
Pages 59-62

TOTAL TIME SUGGESTED FOR ACTIVITY: Six Weeks

Advanced Preparation Time: Three weeks - Career materials ordered by students, based on career areas that will be represented on Career Night. This could be a committee task. Guests should be invited to class by committees of students in advance of Career Night. Responsibility should be delegated in advance for students to assemble the requisite number of card tables and chairs for the activity. Responsibility should also be delegated for students to provide refreshments (cake, punch, etc.), or adult educator arrange for them from an appropriate fund. Copies should be made of pertinent student-formulated questions to be available on the night the career representatives attend the session.

Class Time Required for Activity: Three sessions

ACTIVITY GUIDELINES: While it is the students' responsibility to invite the career guests for the session, the adult educator might have suggestions for approaches or for particular career individuals with whom he or she is familiar. As the planning for this activity must be quite extensive to ensure a smoothly coordinated evening, three class sessions are suggested, although not all of each session except the actual Career Night need be fully devoted to this activity.

11 MOCK EMPLOYMENT AGENCY
Pages 63-68

TOTAL TIME SUGGESTED FOR ACTIVITY: Five Weeks

Advanced Preparation Time: Three weeks - Career materials ordered and assembled by adult educator. Responsibility should be delegated in advance for students to assemble the requisite number of card tables and chairs for the activity. In developing the background question sheet, the teacher should reproduce enough copies of the employment application for each student to examine one in determining what questions they want to have on the mock question sheet to be used by the employment agency personnel. Enough copies of background question sheet for the evening of the Mock Employment Agency should be reproduced for use by the employment counselors.

Class Time Required for Activity: Two-three sessions

ACTIVITY GUIDELINES: As stressed in the activity, care should be used in student selection of employment agency workers. The adult educator can assist if possible through developing a list of reputable employment agencies suggested by the local Better Business Bureau. Initiative, however, should come from students as part of activity. Five weeks are suggested for this activity due to the necessity of careful planning. Not all of the time will be needed for the actual Mock Employment Agency. This time includes both the administration and scoring (by counselors if possible) of the interest inventory (one-two sessions) and the actual employment agency session.

12 WORKER FOR A DAY
Pages 69-71

TOTAL TIME SUGGESTED FOR ACTIVITY: Six Weeks

Advanced Preparation Time: Three weeks - Career materials on public service occupations ordered and assembled by adult educator in advance of activity.

Class Time for Acitvity: Three sessions

ACTIVITY GUIDELINES: Students may need assistance in construction of business letter in asking to make student on-the-job observations of public service personnel performing their jobs. One form of a business letter appears on page 42.

Note: This activity may not be feasible for all members of the adult education class because of their own work schedules. Because of all the arrangements which must be made, three class periods have been suggested for the actual activity. This time frame includes a wrap-up session in which students might share their essays (written outside of class) with other class members.

13 INVITING A RESOURCE PERSON TO CLASS
Pages 72-74

TOTAL TIME SUGGESTED FOR ACTIVITY: Three Weeks

Advanced Preparation Time: Time required for adult educator to draw up list of community resource people who know of career opportunities in the local area. This list is for back-up purposes, as it should be a joint decision between adult educator and class.

Class Time Required for Activity: Three sessions

ACTIVITY GUIDELINES: Teacher should be familiar with local government personnel, professional local job counselors, speakers for community's chief industry or other local workers who could broaden class's knowledge of community career opportunities.

Note: Adult educator should exercise selective judgment, if necessary, in class selection of speakers. Speakers may influence student self-concepts, role-models, etc.

Assistance may be needed to locate telephone number, correct address and letter construction. Adult educator should oversee class action to ensure that the resource person receives the list of class-determined topics they would like discussed.

Critical Thinking Related Career Activities

The final six activities have been developed to reinforce curriculum that emphasizes critical thinking by the adult student. Please refer to the Introduction on pages 77-78. Career activities include: 14) *Reviewing the Literature*, 15) *Comparing Media*, 16) *Where Do the Want Ads Lead*, 17) *Personality Factors in Work Choice*, 18) *Career Display*, 19) *Career File*.

Critical thinking skills help the student analyze and arrive at decisions - tools which help the individual in all endeavors. These activities were designed to assist in the development of these skills. Please keep this orientation in mind as you conduct career activities in this section.

14 REVIEWING THE LITERATURE
Pages 79-84

TOTAL TIME SUGGESTED FOR ACTIVITY: Five Weeks

Advanced Preparation Time: Three weeks - Career materials ordered and assembled (enough for entire class) by adult educator in advance of activity.

Class Time Required for Activity: Two sessions

ACTIVITY GUIDELINES: Two class periods have been suggested for this activity: one for the development of the review form if the one included on pages 82-84 is not utilized, and one for reviewing of the literature. If possible, the class should develop their own form (utilizing the one included for guidance), geared to their own self-determined career needs and goals. If a member of the class is particularly adept at graphics, that person might want to lay out the form for the adult educator to reproduce. Enough forms for the entire class should be reproduced.

15 COMPARING MEDIA
Pages 85-87

TOTAL TIME SUGGESTED FOR ACTIVITY: Five Weeks

Advanced Preparation Time: Three weeks - Career materials ordered by adult educator (see Activity Guidelines below). Enough copies of review sheet on pages 88-90 should be reproduced for class use (or else copies of the review sheet developed by the adult educator reproduced).

Class Time Required for Activity: Two sessions

ACTIVITY GUIDELINES: Educator obtains career materials for each career area selected in three media (written, tape cassette and film), if possible. Frequently, this won't be possible so the effectiveness of presentation of different careers in one of these media may have to be emphasized. If school system has a media center, the audiovisual specialist might be able to assist in obtaining materials.

16 WHERE DO THE WANT ADS LEAD?
Pages 92-94

TOTAL TIME SUGGESTED FOR ACTIVITY: Five Weeks

Advanced Preparation Time: Three weeks - Career materials ordered and assembled (enough for entire class) by adult educator. Students may be asked in advance to bring newspaper want ads for the week activity is to be held, rather than adult educator providing copies for entire class. Guide for evaluating want ads on page 24 should be reproduced in advance (at least three per person).

Class Time Required for Activity: Two sessions

ACTIVITY GUIDELINES: The guide for evaluating want ads on page 24 may be used during the week as the students talk to "prospective" employers for the activity. The guide will provide lead questions for students to ask the employer. Two weeks have been suggested for this activity; one for selection of ads and general organization and the other for the student report of findings (through their essays) based on following up the ads and the provided career materials. Each student does not have to research a different career area.

17 PERSONALITY FACTORS IN WORK CHOICE
Pages 95-97

TOTAL TIME SUGGESTED FOR ACTIVITY: Five Weeks

Advanced Preparation Time: Three weeks - Film strip ordered by adult educator in advance of activity.

Class Time for Activity: Two sessions

ACTIVITY GUIDELINES: If unable to secure a career filmstrip, a career motion picture could be substituted. Worksheet is developed from student comments and quotes during first session and is reproduced in sufficient quantity for the class. Insight must be used to elicit statements from the students as they view the filmstrip. A viewing of the selected filmstrip ahead of the class might be helpful to the adult educator. Class discussion focusing on student comments made on worksheet regarding personality factors during the second session will reinforce this aspect of career orientation.

18 CAREER DISPLAY
Pages 98-101

TOTAL TIME SUGGESTED FOR ACTIVITY: Seven Weeks

Advanced Preparation Time: Three weeks - Career materials ordered by adult educator or students in advance of activity.

Class Time for Activity: Three-four sessions over several weeks.

ACTIVITY GUIDELINES: In ordering career materials in advance, adult educator might first poll class to determine the four career areas they would like to study. Students could order own materials (refer to ordering guidelines under activity #6 "Writing for Information" page 40). If the teacher is responsible for career materials, they should be used in preface to the activity, i.e., to assist the students in selecting career materials in which to center their career displays. Actual display work is the students' responsibility. Resources (Recommendations for Adult Career Resources) could be effectively utilized by both teacher and students. Activity will require considerable planning and coordination among students. Time allotted during

normal class sessions would make this activity easier and more effective for the student. If displays are large and detailed, each committee's presentation might take an entire class session, allowing time for close examination by other students. Here, as in the other activities, time depends on the amount of involvement the teacher wants from the students.

19 CAREER FILE
Pages 102-104

TOTAL TIME SUGGESTED FOR ACTIVITY: Six weeks

Advanced Preparation Time: Three weeks - Career materials ordered by adult educators in advance of activity.

Class Time for Activity: Two-three sessions

ACTIVITY GUIDELINES: Student acquisition of career materials can supplement those obtained in advance by adult educator. The teacher may wish to reproduce the cataloging system on pages 6-21 of Resources (Recommendations for Adult Career Resources) either for the class to use (their decision) as a basis for their career file or as a basis for discussion of what their unique filing system might contain. If possible, teacher should see that necessary supplie are available (possibly from a central fund).

APPENDIX I

Field Test Report Form

EXPLORATIONS, PART I

Field Test Report Form

Adult Career Education Resources Survey

Name of Adult Education Program: _____

Address: _____

_____

Name of person conducting field test of the career activity (Note: This form must be completed by the adult educator conducting the field-test.):

_____, Title: _____

Address: _____

_____ ZIP: _____

Telephone: (AC) _____

What is the make-up (in %) of the class in which this activity was conducted:

a. Sex

_____% Female

_____% Male

b. Ethnic group

____ % American Indian
____ % Black/Negro
____ % Caucasian/White
____ % Oriental
Spanish surnamed
____ % Puerto Rican
____ % Mexican American
____ % Other
____ % Others

NOTE: Please comment in those areas where you feel your input will improve the activity. "General Comments" are left to your discretion. If more space is needed, however, attach additional sheets.

I. Skills Reinforced by this Activity

1. Do you believe the skills listed under "Skills Reinforced by this Activity" were strengthened?

___Yes ___No

If no, specify which are not reinforced and why:

_____

_____

2. Are other skills reinforced by activity: ___Yes ___No

If yes, please list: _____

_____

_____

3. General comments (including any student reaction):

_____

_____

_____

II. Performance Objective

1. Did your students achieve the "Performance Objective" as stated in the description of the activity?

___Yes ___No

If no, specify what objectives were achieved:

_____

_____

2. Should the "Performance Objective" be revised?

___Yes ___No

If yes, please indicate suggested change:

_____

_____

_____

3. General Comments (including any student reaction):

_____

_____

III. Materials

1. Was the "Materials" list for this activity sufficient?

___Yes ___No

If no, please list suggestions for improvement:

_____

_____

2. Was the materials list helpful? ___Yes ___No

3. If other materials were needed, please list:

_____

_____

4. General Comments (including any student reaction):

_____

_____

IV. Class Time Required

1. How much advance preparation time did this activity take you?

_____

2. How much class time did this activity take you and your adult students? _____

Comments: _____

_____

3. Did you feel adequately prepared for this activity when you conducted it? ___Yes ___No

If no, how could you have been better prepared?

_____

_____

4. General Comments (including any student reaction):

_____

_____

_____

V. Summary of Activity

1. Was the "Summary of Activity" given in Explorations, Part I adequate for conducting the activity?

___Yes ___No

If no, what other data was needed? _____

_____

_____

2. General Comments (including any student reaction):

_____

_____

_____

VI. By-Products of Suggested Activity

1. Are the "By-Products of Suggested Activity" valid for the students in your field-test sample?

___Yes ___No

In either case, what other products did you note?

_____

_____

2. General Comments (including any student reaction):

_____

_____

_____

VII. Potential Populations for Utilization

1. Do you agree with the "Potential Populations for Utilization" listed for this activity? ___Yes ___No

If no, what populations could effectively utilize activity:

_____

_____

2. General Comments (including any student reaction):

_____

_____

_____

VIII. General Usefulness for Adult Education

1. Please give your candid opinion of the usefulness of this activity for your adult education students:

_____

_____

_____

2. Please give a candid opinion of your adult students as they reacted to participating in this activity and its usefulness as they view it: _____

_____

_____

3. Did you adapt (rather than adopt) this activity to your class?

___Yes ___No

If yes, please briefly explain what modifications were made and why: _____

_____

_____

_____

4. Please give any overall reaction you and your students have concerning Explorations, Part I.

_____

_____

_____

_____

IX. Usefulness of Resources (Recommendations for Adult Career Resources)

Was Resources useful in this activity? ___Yes ___No

If no, please note any problems or shortcomings and suggestions for improvement: _____

_____

_____

_____

We thank you for your assistance and cooperation in this field test. Your candid responses will be carefully reviewed.

Fae E. Hoffman, Project Director
Adult Career Education Resources Survey
B'nai B'rith Career and Counseling Services

Please return this form in the enclosed, self-addressed stamped envelope to:

Mrs. Phylis O. Greenfield, Project Manager
Adult Career Education Resources Survey
Applied Management Sciences
962 Wayne Avenue
Silver Spring, Maryland 20910

APPENDIX J

Adult Education Programs Participating in Field Test

The following list includes administrators of adult education programs which participated in the field test:

California

Mr. John P. Kropp, Principal
Chino Community Adult School
5130 Riverside Drive
Chino, California 91710

Mr. L. M. Haagensen
Mt. Diablo Adult School
2211 Bacon Street
Concord, California 94520

Mr. Victor Abrunzo, Jr.
Assistant Principal
Armijo Adult School
1100 Civic Center Drive
Fairfield, California 94533

Ms. Emilijane A. Williams
Director of Adult Education
Perris Union High School District
101 E. Nuevo Boulevard
Perris, California 92370

Mr. Edward V. Hurlbut, Director
Department of Adult Education
San Bernardino City Unified School
District
545 West 17th Street
San Bernardino, California 92405

Illinois

Mr. John Garth
Urbana Adult Education
1002 S. Race Street
Urbana, Illinois 61801

Mr. Chester G. Taylor
Director of Career Education
Adult Education for High School Credit
Night Program
315 North Drive
Bloomington, Indiana 47401

Mr. Charles Gary
Adult and Continuing Education
Vincennes University
1002 North First Street
Vincennes, Indiana 47591

Iowa

Mr. George Bennett
Hawkeye Institute of Technology
Box 8015
Waterloo, Iowa 50704

Maine

Mr. John E. Webb, Jr. Director
Sanford Adult Education
Sanford School Department
Main Street
Sanford, Maine 04703

Maryland

Mr. Gordon B. Browning
Tri-County Adult Education Project
Kent County Board of Education
Washington Avenue
Chestertown, Maryland 21620

Ms. Susan Potts
Dean of Community Services
Howard Community College
Little Patuxent Parkway
Columbia, Maryland 21044

Dr. Robert G. Smith
Frederick County
Board of Education
115 E. Church Street
Frederick, Maryland 21701

Massachusetts

Mrs. Ellen Wallach
Career and Life Planning Consultant
Middlesex Community College
Springs Road
Bedford, Massachusetts 01750

Michigan

Mr. Michael A. Willett, Director
Project Target
Continuing and Community Education
Department
Ferndale High School
881 Pine Crest
Ferndale, Michigan 48220

Mr. H. Lams
Career Education Center
Federal Correctional Institute
Milan, Michigan 48160

Mississippi

Mr. Richard H. Bacon, Director
Adult and Vocational Education
259 N. West Street
Jackson, Mississippi 39201

Missouri

Mr. J. A. Williams
Education Superintendent
Missouri Intermediate Reformatory
Box 538
Jefferson City, Missouri 65101

Mr. Ron Hoenninger
Jefferson College Adult Continuing
Education Program
Highway 21
Hillsboro, Missouri 63050

New Jersey

Mr. John Carroll, Jr., Director
Atlantic County Vocational School
Main Street
Mays Landing, New Jersey 08330

Mr. Charles T. Morgan
Assistant to the Dean of Community Services
Bergen Community College
400 Paramus Road
Paramus, New Jersey 07652

North Carolina

Mr. Bruce I. Howell
Dean of Division of Continuing Education
Lenoir Community College
Kingston, North Carolina 29501

Rhode Island

Dr. Mary C. Mulvey
Providence Adult Education Department
396 Smith Street
Providence, Rhode Island 02908

South Carolina

Dr. Gil Woolard
Kershaw County Vocational Center
Route 2, Highway 1 Nroth
Camden, South Carolina 29020

Dr. Frank D. Hardin
Curriculum Supervisor
Office of Adult Education
Department of Education
Columbia, South Carolina

Wisconsin

Mr. Robert Pendleton
Administrator of Community Services
Western Wisconsin Technical Institute
6th and Vine Street
LaCrosse, Wisconsin 54601